

17104424D

**HOUSE BILL NO. 1764****AMENDMENT IN THE NATURE OF A SUBSTITUTE**(Proposed by the House Committee on Education  
on January 30, 2017)

(Patron Prior to Substitute—Delegate Bulova)

*A BILL to amend and reenact §§ 22.1-23, 22.1-209.1:2, 22.1-212.24, 22.1-225, and 22.1-253.13:1 of the Code of Virginia, relating to school boards; full-time virtual school programs.***Be it enacted by the General Assembly of Virginia:****1. That §§ 22.1-23, 22.1-209.1:2, 22.1-212.24, 22.1-225, and 22.1-253.13:1 of the Code of Virginia are amended and reenacted as follows:****§ 22.1-23. Duties.**

The Superintendent of Public Instruction shall:

1. Serve as secretary of the Board of Education;

2. Provide such assistance in his office as shall be necessary for the proper and uniform enforcement of the provisions of the school laws in cooperation with the local school authorities;

3. Prepare and furnish such forms for attendance officers, teachers and other school officials as are required by law;

4. (Expires July 1, 2020) At least annually, survey all local school divisions to identify critical shortages of teachers and administrative personnel by geographic area, by school division, or by subject matter, and report such critical shortages to each local school division and to the Virginia Retirement System;

5. Develop and provide to local school divisions a model exit questionnaire for teachers;

6. Report annually to the Governor, the House Committee on Education, and the Senate Committee on Education and Health on student enrollment and educational outcomes for each full-time virtual school program established pursuant to subdivision D 4 of § 22.1-253.13:1.

7. Along with the State Health Commissioner, work to combat childhood obesity and other chronic health conditions that affect school-age children;

8. Designate an employee of the Department of Education to serve as its liaison to the State Council of Higher Education for Virginia and the State Board for Community Colleges; and

9. Perform such other duties as the Board of Education may prescribe.

**§ 22.1-209.1:2. Regional alternative education programs for certain students.**

A. With such funds as may be appropriated for this purpose, the Board of Education shall establish a program consisting of regional alternative education options for elementary, middle, and high school students in compliance with subdivision D 7 8 of § 22.1-253.13:1 who (i) have committed an offense in violation of school board policies relating to weapons, alcohol or drugs, or intentional injury to another person, or against whom a petition or warrant has been filed alleging such acts or school board charges alleging such policy violations are pending; (ii) have been expelled from school attendance or have received one suspension for an entire semester, or have received two or more long-term suspensions within one school year; or (iii) have been released from a juvenile correctional center and have been identified by the Superintendent of the Department of Juvenile Justice's Division of Education and the relevant division superintendent as requiring a regional alternative education program. Based on available space, a student may also be administratively assigned to a regional alternative education program either at the request of the parent and with the consent of the division superintendent or by the division superintendent after written notice to the student and his parent. Such notice of the opportunity for the student and/or his parent to participate in a hearing conducted by the division superintendent or his designee regarding such placement shall be issued and the assignment shall be final unless altered by the school board, upon timely written petition, in accordance with regulations of the school board, by the student or his parent, for a review of the record by the school board. However, no child shall be assigned to any regional alternative education program described in this section for more than one school year without an annual assessment of the placement to determine the appropriateness of transitioning the child into the school division's regular program.

B. Applications for grants shall include the following components:

1. An agreement executed by two or more school divisions and approval of their respective governing bodies to offer a regional alternative education option as provided in subsection A, and a plan for the apportionment of responsibilities for the administration, management, and support of the program, including, but not limited to, the facilities and location for the program, daily operation and oversight, staffing, instructional materials and resources, transportation, funding and in-kind services, and the program of instruction.

2. A procedure for obtaining the participation in or support for the program, as may be determined,

60 of the parents, guardian or other person having charge or control of a child placed in the program.

61 3. An interagency agreement for cooperation executed by the local departments of health and social  
62 services or welfare; the juvenile and domestic relations district court; law-enforcement agencies;  
63 institutions of higher education and other postsecondary training programs; professional and community  
64 organizations; the business and religious communities; dropout prevention and substance abuse  
65 prevention programs; community services boards located in the applicants' respective jurisdictions; and  
66 the Department of Juvenile Justice.

67 4. A curriculum developed for intensive, accelerated instruction designed to establish high standards  
68 and academic achievement for participating students.

69 5. An emphasis on building self-esteem and the promotion of personal and social responsibility.

70 6. A low pupil/teacher ratio to promote a high level of interaction between the students and the  
71 teacher.

72 7. An extended day program, where appropriate, to facilitate remediation; tutoring; counseling;  
73 organized, age-appropriate, developmental education for elementary and middle school children; and  
74 opportunities that enhance acculturation and permit students to improve their social and interpersonal  
75 relationship skills.

76 8. Community outreach to build strong school, business, and community partnerships, and to promote  
77 parental involvement in the educational process of participating children.

78 9. Specific, measurable goals and objectives and an evaluation component to determine the program's  
79 effectiveness in reducing acts of crime and violence by students, the dropout rate, the number of youth  
80 committed to juvenile correctional centers, and recidivism; and in increasing the academic achievement  
81 levels and rehabilitative success of participating students, admission to institutions of higher education  
82 and other postsecondary education and training programs, and improving staff retention rates.

83 10. The number of children who may be assigned to the regional alternative education program  
84 during the school year.

85 11. A plan for transitioning the enrolled students into the relevant school division's regular program.

86 12. A current program of staff development and training.

87 C. Beginning with the first year of program implementation, the Department of Education shall be  
88 entitled to deduct annually from the locality's share for the education of its students a sum equal to the  
89 actual local expenditure per pupil for the support of those students placed by the relevant school division  
90 in any such program. The amount of the actual transfers shall be based on data accumulated during the  
91 prior school year.

92 D. A school board shall require written notification to the pupil's parent, guardian, or other person  
93 having charge or control, when a pupil commits an offense in violation of school board policies, which  
94 school officials determine was committed without the willful intent to violate such policies, or when the  
95 offense did not endanger the health and safety of the individual or other persons, of the nature of the  
96 offense no later than two school days following its occurrence. A school board shall require the  
97 principal of the school where the child is in attendance or other appropriate school personnel to develop  
98 appropriate measures, in conjunction with the pupil's parent or guardian, for correcting such behavior.

99 E. For the purposes of this section, "regional alternative education program" means a program  
100 supported and implemented by two or more school divisions which are either geographically contiguous  
101 or have a community of interest.

102 F. For the purposes of this section, "one school year" means no more than 180 teaching days.

103 **§ 22.1-212.24. Approval of multidivision online providers; contracts with local school boards.**

104 A. The Superintendent of Public Instruction shall develop, and the Board of Education shall approve,  
105 (i) the criteria and application process for approving multidivision online providers; (ii) a process for  
106 monitoring approved multidivision online providers; (iii) a process for revocation of the approval of a  
107 previously approved multidivision online provider; and (iv) an appeals process for a multidivision online  
108 provider whose approval was revoked or whose application was denied. The process developed under  
109 this subsection shall require approvals and revocations to be determined by the Superintendent of Public  
110 Instruction, and either the denial of an application or revocation of approval may be appealed to the  
111 Board of Education for review. The approval of a multidivision online provider under this section shall  
112 be effective until the approval is revoked, for cause, pursuant to the terms of this section. Any notice of  
113 revocation of approval of a multidivision online provider or rejection of an application by a  
114 multidivision online provider shall state the grounds for such action with reasonable specificity and give  
115 reasonable notice to the multidivision online provider to appeal. These criteria and processes shall be  
116 adopted by January 31, 2011.

117 B. In developing the criteria for approval pursuant to subsection A, the Superintendent of Public  
118 Instruction shall (i) require multidivision online providers to be accredited by a national, regional, or  
119 state accreditation program approved by the Board; (ii) require such courses or programs, pupil  
120 performance standards, and curriculum to meet or exceed any applicable Standards of Learning and  
121 Standards of Accreditation; (iii) require any educational objectives and assessments used to measure

pupil progress toward achievement of the school's pupil performance standards to be in accordance with the Board's Standards of Accreditation and all applicable state and federal laws; (iv) require such courses or programs to maintain minimum staffing requirements appropriate for virtual school programs; and (v) publish the criteria for approval of multidivision online providers on its website, including any applicable deadlines, fees, and guidelines.

C. The Department of Education may charge a multidivision online provider applicant or a local school board requesting to offer a course through Virtual Virginia a fee not to exceed the costs required to ensure proper evaluation and approval of such requests. The Department shall establish and publish a fee schedule for purposes of this subsection.

D. Local school boards may *individually or jointly* enter into contracts, consistent with the criteria approved by the Board pursuant to this section, with approved private or nonprofit organizations to provide multidivision online courses and virtual school programs. *The Department of Education shall negotiate with multidivision online providers the rate charged by such providers to provide full-time virtual school programs pursuant to contracts with school boards as set forth in subdivision D 4 of § 22.1-253.13:1, but nothing in this subsection shall be construed to prohibit school boards from individually or jointly negotiating rates charged by one or more multidivision online providers to provide such full-time virtual school programs.* Such contracts shall be exempt from the Virginia Public Procurement Act (§ 2.2-4300 et seq.).

**§ 22.1-225. Authority of school boards.**

A. Local school boards shall provide adult education programs, in compliance with subdivision D 8 9 of § 22.1-253.13:1, for residents of the school division and, in their discretion, may charge appropriate fees to persons admitted to such programs.

B. With such funds as may be appropriated for the purposes of this article, school boards shall seek to ensure that every adult participating in such program has an opportunity to earn a high school diploma or pass a high school equivalency examination approved by the Board of Education.

**§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.**

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of the Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

B. The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure the development of the skills that are necessary for success in school and for preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics, science, and history and social science. The Standards of Learning shall not be construed to be regulations as defined in § 2.2-4001.

The Board shall seek to ensure that the Standards of Learning are consistent with a high-quality foundation educational program. The Standards of Learning shall include, but not be limited to, the basic skills of communication (listening, speaking, reading, and writing); computation and critical reasoning, including problem solving and decision making; proficiency in the use of computers and related technology; computer science and computational thinking, including computer coding; and the skills to manage personal finances and to make sound financial decisions.

The English Standards of Learning for reading in kindergarten through grade three shall be based on components of effective reading instruction, to include, at a minimum, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning. The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

To provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing revised Standards of

183 Learning. Thirty days prior to conducting such hearings, the Board shall give notice of the date, time,  
184 and place of the hearings to all local school boards and any other persons requesting to be notified of  
185 the hearings and publish notice of its intention to revise the Standards of Learning in the Virginia  
186 Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present  
187 information prior to final adoption of any revisions of the Standards of Learning.

188 In addition, the Department of Education shall make available and maintain a website, either  
189 separately or through an existing website utilized by the Department of Education, enabling public  
190 elementary, middle, and high school educators to submit recommendations for improvements relating to  
191 the Standards of Learning, when under review by the Board according to its established schedule, and  
192 related assessments required by the Standards of Quality pursuant to this chapter. Such website shall  
193 facilitate the submission of recommendations by educators.

194 School boards shall implement the Standards of Learning or objectives specifically designed for their  
195 school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to  
196 achieve the educational objectives established by the school division at appropriate age or grade levels.  
197 The curriculum adopted by the local school division shall be aligned to the Standards of Learning.

198 The Board of Education shall include in the Standards of Learning for history and social science the  
199 study of contributions to society of diverse people. For the purposes of this subsection, "diverse"  
200 includes consideration of disability, ethnicity, race, and gender.

201 The Board of Education shall include in the Standards of Learning for health instruction in  
202 emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator,  
203 including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Such  
204 instruction shall be based on the current national evidence-based emergency cardiovascular care  
205 guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a  
206 program developed by the American Heart Association or the American Red Cross. No teacher who is  
207 in compliance with subdivision D 5 of § 22.1-298.1 shall be required to be certified as a trainer of  
208 cardiopulmonary resuscitation to provide instruction for non-certification.

209 With such funds as are made available for this purpose, the Board shall regularly review and revise  
210 the competencies for career and technical education programs to require the full integration of English,  
211 mathematics, science, and history and social science Standards of Learning. Career and technical  
212 education programs shall be aligned with industry and professional standard certifications, where they  
213 exist.

214 C. Local school boards shall develop and implement a program of instruction for grades K through  
215 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of  
216 Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts  
217 and computations, proficiency in the use of computers and related technology, computer science and  
218 computational thinking, including computer coding, and scientific concepts and processes; essential skills  
219 and concepts of citizenship, including knowledge of Virginia history and world and United States  
220 history, economics, government, foreign languages, international cultures, health and physical education,  
221 environmental issues, and geography necessary for responsible participation in American society and in  
222 the international community; fine arts, which may include, but need not be limited to, music and art,  
223 and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or  
224 training in a career or technical field; and development of the ability to apply such skills and knowledge  
225 in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

226 Local school boards shall also develop and implement programs of prevention, intervention, or  
227 remediation for students who are educationally at risk including, but not limited to, those who fail to  
228 achieve a passing score on any Standards of Learning assessment in grades three through eight or who  
229 fail an end-of-course test required for the award of a verified unit of credit. Such programs shall include  
230 components that are research-based.

231 Any student who achieves a passing score on one or more, but not all, of the Standards of Learning  
232 assessments for the relevant grade level in grades three through eight may be required to attend a  
233 remediation program.

234 Any student who fails to achieve a passing score on all of the Standards of Learning assessments for  
235 the relevant grade level in grades three through eight or who fails an end-of-course test required for the  
236 award of a verified unit of credit shall be required to attend a remediation program or to participate in  
237 another form of remediation. Division superintendents shall require such students to take special  
238 programs of prevention, intervention, or remediation, which may include attendance in public summer  
239 school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

240 Remediation programs shall include, when applicable, a procedure for early identification of students  
241 who are at risk of failing the Standards of Learning assessments in grades three through eight or who  
242 fail an end-of-course test required for the award of a verified unit of credit. Such programs may also  
243 include summer school for all elementary and middle school grades and for all high school academic  
244 courses, as defined by regulations promulgated by the Board of Education, or other forms of

remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation that has been selected by his parent, in consultation with the division superintendent or his designee, and is either (i) conducted by an accredited private school or (ii) a special program that has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent.

The Board of Education shall establish standards for full funding of summer remedial programs that shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-199.2.

D. Local school boards shall also implement the following:

1. Programs in grades K through three that emphasize developmentally appropriate learning to enhance success.

2. Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school. Such programs shall include components that are research-based.

3. Career and technical education programs incorporated into the K through 12 curricula that include:

a. Knowledge of careers and all types of employment opportunities, including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;

b. Career exploration opportunities in the middle school grades;

c. Competency-based career and technical education programs that integrate academic outcomes, career guidance, and job-seeking skills for all secondary students. Programs shall be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law; and

d. Annual notice on its website to enrolled high school students and their parents of the availability of the postsecondary education and employment data published by the State Council of Higher Education on its website pursuant to § 23.1-204.

4. A full-time virtual school program (i) that is developed and implemented by the school board, offered through one or more contracts with approved multidivision online providers, or provided jointly with one or more school boards and (ii) in which any school-age person, as determined pursuant to subsection A of § 22.1-254, who resides in the school division shall be eligible to participate, subject to the following conditions and requirements:

a. The full-time virtual school program shall be made available to a minimum of two percent of the number of students enrolled in the school division. In the event that enrollment requests exceed the capacity of the program, the school board shall establish a waiting list.

b. The school board shall establish policies and regulations to ensure equal access to and an equal opportunity to participate in the full-time virtual school program for all students, including students with disabilities, regardless of whether such students are financially able to provide their own computer and Internet access.

c. The full-time virtual school program shall be subject to the requirements of the Standards of Quality, including the Standards of Learning and the Standards of Accreditation. Each student who participates in such program shall take all applicable Standards of Learning assessments. The results of such assessments shall be reported to the school in which the student is enrolled and, for purposes of state accountability, included in the Board's calculation of such school's Standards of Learning assessment passage rate.

d. In accordance with the provisions of § 22.1-215, the school board shall provide free and appropriate education, including special education, for children with disabilities who participate in the full-time virtual school program.

e. Each student who participates in the full-time virtual school program is entitled to receive student

services and participate in school programs and activities in the school in which the student is enrolled on the same basis as any other enrolled student.

*f. The school board shall annually provide to the Department of Education the data on student enrollment and educational outcomes that is necessary for the annual report required pursuant to subdivision 6 of § 22.1-23.*

5. Educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to § 22.1-200.03.

~~5- 6.~~ Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.

~~6- 7.~~ Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.

~~7- 8.~~ Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.

~~8- 9.~~ Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.

~~9- 10.~~ A plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students.

~~10- 11.~~ An agreement for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma. Such agreement shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.

~~11- 12.~~ A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. This plan shall include notification to students and parents of the agreement with a community college in the Commonwealth to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma.

~~12- 13.~~ Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.

~~13- 14.~~ Early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.

Local school divisions shall provide reading intervention services to students in kindergarten through grade three who demonstrate deficiencies based on their individual performance on the Standards of Learning reading test or any reading diagnostic test that meets criteria established by the Department of Education. Local school divisions shall report the results of the diagnostic tests to the Department of Education on an annual basis, at a time to be determined by the Superintendent of Public Instruction. Each student who receives early intervention reading services will be assessed again at the end of that school year. The local school division, in its discretion, shall provide such reading intervention services prior to promoting a student from grade three to grade four. Reading intervention services may include the use of: special reading teachers; trained aides; volunteer tutors under the supervision of a certified teacher; computer-based reading tutorial programs; aides to instruct in-class groups while the teacher provides direct instruction to the students who need extra assistance; and extended instructional time in the school day or school year for these students. Funds appropriated for prevention, intervention, and remediation; summer school remediation; at-risk; or early intervention reading may be used to meet the requirements of this subdivision.

Local school divisions shall provide algebra readiness intervention services to students in grades six through nine who are at risk of failing the Algebra I end-of-course test, as demonstrated by their individual performance on any diagnostic test that has been approved by the Department of Education. Local school divisions shall report the results of the diagnostic tests to the Department of Education on an annual basis, at a time to be determined by the Superintendent of Public Instruction. Each student who receives algebra readiness intervention services will be assessed again at the end of that school year. Funds appropriated for prevention, intervention, and remediation; summer school remediation; at-risk; or algebra readiness intervention services may be used to meet the requirements of this subdivision.

~~14- 15.~~ Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.

~~15- 16.~~ (Applicable to school years before the 2018-2019 school year) A program of physical fitness

available to all students with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the local school board. Each local school board shall incorporate into its local wellness policy a goal for the implementation of such program during the regular school year.

~~15.~~ 16. (Applicable beginning with the 2018-2019 school year) A program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the local school board. Each local school board shall implement such program during the regular school year.

~~16.~~ 17. A program of student services for kindergarten through grade 12 that shall be designed to aid students in their educational, social, and career development.

~~17.~~ 18. The collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.

~~18.~~ 19. A program of instruction in the high school Virginia and U.S. Government course on all information and concepts contained in the civics portion of the U.S. Naturalization Test.

E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources. Such unit may also provide resources supporting professional development for administrators and teachers. In providing such information, resources, and other services to school divisions, the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

F. Each local school board may enter into agreements for postsecondary credential, certification, or license attainment with community colleges or other public institutions of higher education or educational institutions established pursuant to Title 23.1 that offer a career and technical education curriculum. Such agreements shall specify (i) the options for students to take courses as part of the career and technical education curriculum that lead to an industry-recognized credential, certification, or license concurrent with a high school diploma and (ii) the credentials, certifications, or licenses available for such courses.

**2. That the provisions of this act shall become effective on July 1, 2018.**